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ABSTRACT

The bibliography cites approximately 3,000 articles, speeches, papers, and books which deal with the pedagogy, sociology, psychology, or politics of native education. Published between 1900 and January 1975, the materials are divided into nine parts, with each part divided into sections and sub-sections which deal with a more specific topic: (1) North America; (2) Issues; (3) Curriculum and Instruction; (4) Reading and Language; (5) Programs, Projects, and Resource Centres; (6) Achievements, Aspirations, and Dropouts; (7) Sociological Factors Related to Natives; (8) Psychological (Affective) Factors Related to Natives; (9) Psychological (Cognitive) Factors Related to Natives. Specific topics included: the integration and local control of schools, cross-cultural instruction, teaching native children, the role of language, teacher and teacher aide training, bilingualism, educational and vocational aspirations, dropping in and dropping out, dynamics and change of culture, socialization, urbanization, employment, socioeconomic influences, attitudes, identity and self-concept, emotional adjustment, tests and testing, and psycholinguistics. The bibliography is cross-referenced to facilitate the retrieval of information. An author index is provided. Other major bibliographies in this area are listed in the appendix. (NQ)

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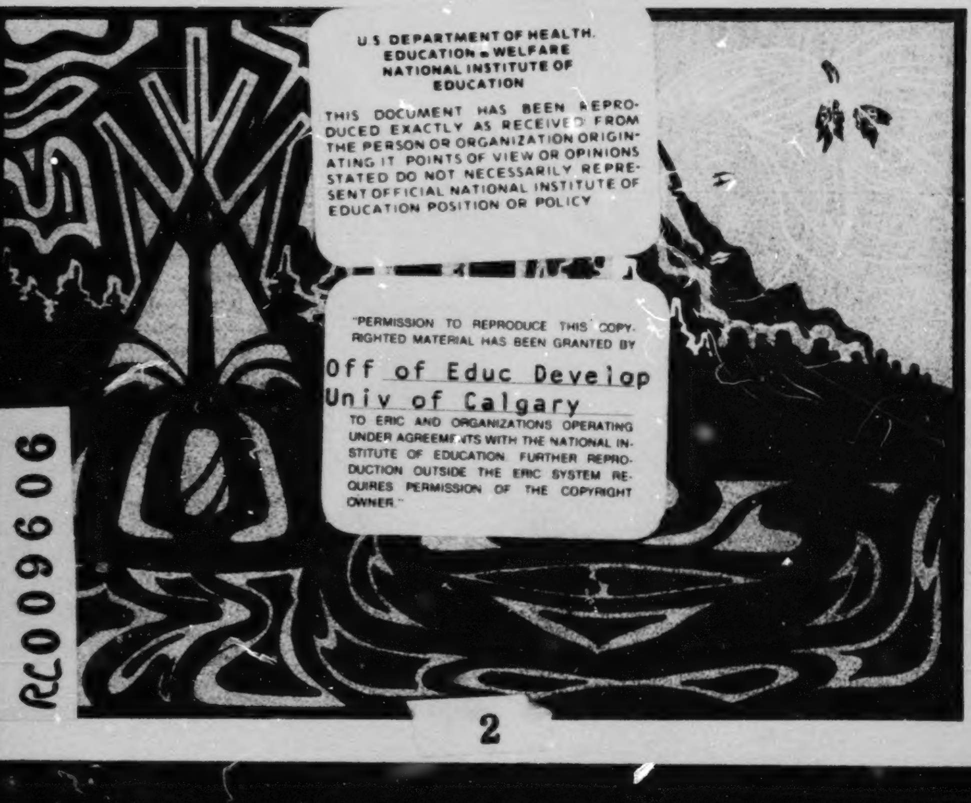
NATIVE EDUCATION in CANADA and the UNITED STATES:

a bibliography

compiled by I. R. Brooks



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NATIVE EDUCATION IN CANADA AND THE UNITED STATES:

A BIBLIOGRAPHY

by

I. R. BROOKS

with the assistance of

A. M. MARSHALL

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I.R.B.

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Preface

From the early 1960's onwards, in both Canada and the United States, there has been a considerable increase in the attention paid to the educational problems of minority groups. Not the least of this has been an expansion of the human and financial resources involved in the education of Native Americans. As a result, literature dealing with the problems, programmes, philosophies, and studies has expanded exponentially. Yet, native education has been the concern of people and government for well over one hundred years. Consequently two years ago, we felt that there was a need to gather, organize, and present, as exhaustively as possible, references to articles, speeches, papers, and books which have reported on some aspect of native education or on some sociological, political, or psychological topic related to it. Moreover, we were of the opinion that if this could be done for the bulk of the contemporary and historical material, other current bibliographies, such as the ERIC series could keep pace with the future growth. As a result, the present bibliography represents an attempt to survey the material on native education published prior to January, 1975.

It has been our intent to include only those works which deal with the pedagogy, psychology, sociology or politics of native education. We have not attempted to list curriculum materials, native studies programs, books written by Native people, or fiction dealing with Native people. There are several good bibliographies in existence covering these topics and for us to have included them would have been redundant. Furthermore, we agree that historical forces influence present developments and that, therefore, it is necessary to survey the past literature. Nonetheless, we have included little material prior to 1900. The 18th and 19th century material is of limited interest to contemporary educationists and would require an archival study beyond our present resources to locate and report.

Notwithstanding our goal, it should be stated at the outset, that no bibliography can claim to be comprehensive and we are sure that this is no exception. In spite of our attempts to be thorough, there will undoubtedly be gaps in our coverage of the literature. It is hoped that the gaps are few and that no major works have been omitted; however, for the reader who wishes to leave no stone unturned in his search for relevant articles, a bibliography of other major bibliographies in this area is included as an appendix. In addition to helping the conscientious reader, this listing is intended to serve as an acknowledgement of some of the sources which have been of use to us.

Furthermore, we have not attempted to be comprehensive in all areas. In the general section (I-3) we have included some, but not all, of the works which discuss in a general way the role of Native Americans in North American society. Similarly, under Sociological Factors (Part VII) we have chosen only a sample of the available literature. In such cases, the criteria for inclusion were the predominance of the work, the availability of the document, and the breadth or uniqueness of the scope.

To facilitate the reader's understanding of the organization of the bibliography, the following Reader's Guide describes the divisions within the bibliography, their content and their possible usage. Also included are explanations of the cross-referencing system and the author index. It is hoped that this information eases the reader's task in locating the material relevant to his concerns.

I. R. Brooks, Ph.D.
The University of Calgary
May, 1976

Reader's Guide

As the approximately 3000 references in this bibliography can attest, there is an extensive amount of literature currently available. To merely list this material in alphabetical order or to divide it into books, periodicals, unpublished papers, etc., would be of little use to the researchers and practitioners searching for material on some specific topic. Consequently, it was decided to divide the bibliography into nine major parts, with each part representing a single global area. Further, each part has been divided into sections and sub-sections, with each smaller unit being concerned with a more specific topic. Dividing a whole into constituent parts must undoubtedly be arbitrary to some extent; however, it is hoped that the following description makes the system easy to identify.

Part I, containing one-third of the references, is the largest unit in the book and is concerned with works of a more general nature. More specifically, Part I is divided into five sections, with each of these having further divisions. Each section has its own brief introduction explaining the contents of the category. The first classification of the material was to select all titles written prior to 1945 or written about the period prior to 1945. This material is listed in I-1, the historical section. The second was to place in I-2 all unauthored works published by civil service departments of the provincial or state, and federal governments. It can be seen that much of the material in these two sections could also fall under some of the later more specific sections. To solve this problem, these references have been cross-referenced into the appropriate sections. Consequently, I-1 will probably be of interest only to the reader wishing an historical perspective and I-2 to the reader wishing to examine government involvement.

Section I-3 contains the authored works, written after 1945, which discuss native education in a general way. These references are either to surveys of native education or to larger studies examining the relationship between education and other aspects of life. Occasionally, there are references to general works written about Native people in Canada and the United States. These latter references have been included for the reader who wishes to gain a more general background. Whereas many sections and sub-sections will be of use to, relatively-speaking, only a few readers, it is envisaged that I-3 will be "required reading" for all users of the bibliography as it takes a global view of the topic. Within I-3 are references to works which are so broad in scope as to touch upon all of the other areas of the bibliography. Rather than cross-reference these into each subsequent section and sub-section it was decided to place them in a general category.

The following section (I-4) also deals with general discussions and overviews of native education; however, these differ from the references in I-3 in that they are restricted to one geographic area. Five broad regions have been identified with the knowledge that some readers may disagree with the boundary lines. More is said about this point in the introduction to I-4.

The final section of Part I contains those general comments which are more opinionated than scientific and which are consequently labelled as being individual viewpoints and commentaries. Because many Native and non-Native people working in this area have expressed their opinions, based on their experiences, about problems and policies and because this information makes a positive contribution to the area, it has been included as a separate section.

Beginning with Part II, introductions are limited to one per part. Part II has much in common with the final section of Part I (I-5) in that it also contains polemical and editorial-type material. The essential difference, however, is that the two sections of Part II deal with specific issues, integration and local control of school boards, both of which have made an impact on all levels of native education.

Part III and Part IV are the two areas most directly related to the classroom situation and, therefore, probably the most useful to the practising teacher. The three sections of Part III deal with more general classroom concerns such as cross-cultural education and approaches to teaching Native children; whereas the six sections of IV are rather more specific, dealing with various aspects of reading and language teaching. At this point, it is worth noting that classroom teachers will find sections 6 and 8 of Part V and the 3 sections of Part VI of interest also. The former deal with projects and schools which have been developed to meet the needs of Native children and the latter deal with academic achievement, educational aspirations, and dropping out.

The eight sections of Part V provide references to descriptions and evaluations of a variety of projects and programs developed in native education, ranging from the preschool to the tertiary level. It is envisaged that this part will be of use to practitioners and researchers interested in knowing what has been tried and what is currently being attempted.

As mentioned earlier, Part VI discusses a topic of major concern to educators, namely, scholastic achievement and dropping out. Because success in an educational program, irrespective of how success is defined, is the major criterion variable for our work, the articles listed in the three sections of Part VI address the heart of the matter. Consequently, all people working in, or concerned about, native education should find this area to be of considerable importance; not because it will provide answers, but rather because it will provide a better description of the problem and some suggestions as to causal or contributing factors.

The final three parts of the bibliography are not as directly related to native education as the preceeding five; nevertheless, they provide an essential context within which the subject must be viewed. Part VII provides selected references to sociological and anthropological factors which influence the environment within which native education must operate. Further, Parts VIII and IX deal, respectively, with affective and cognitive psychological factors which influence the behaviour of the students. These latter three parts should supply useful background information for practising teachers, guidelines for program developers, and insights for researchers.

To reduce the arbitrariness of the above described subdivisions of the bibliography, and to facilitate the retrieval of information, a cross-referencing system has been developed. Each reference has been allocated an entry number and following each section or subsection is a list of the numbers of entries which relate to that section, but which are listed elsewhere in the bibliography. To allow for last minute additions, deletions and changes, we have permitted inserts to be represented by decimal numbers (e.g. 105.8) and deletions to result in the omission of a number. Although this is not as neat and orderly as consecutive equal-interval numbering, it did allow for more flexibility and, therefore, was more functional. In addition to the cross-referencing system, for readers seeking a particular reference and who know the name of the author, an author index is provided. Authors are listed alphabetically followed by the entry number(s) for their articles.

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Part I: North America

Of the nine parts of the bibliography, Part I constitutes the largest unit, containing over one thousand references. Works referred to in this part are predominantly general commentaries on the subject of native education and thus defy classification into more specific subject areas. To reduce the large number of references to a more manageable number, Part I has been divided into five sections with each section having at least two sub-sections.

Section I-1 contains those works written prior to 1945 or written about the period prior to 1945. Consequently, this section will be primarily of use to those wishing to gain an historical perspective. I-2 lists reports and studies which have been written anonymously and published by provincial, state, and federal governments. No attempt has been made to include parliamentary or congressional reports. I-3, entitled A General View, contains studies, surveys, and reports which examine the broad spectrum of native education. This section is potentially of value to all readers as the works listed deal with many facets of the subject. Users of the bibliography, it is recommended, should consult section I-3 before examining any of the more specific subject areas. Material contained in I-4 is also of a general nature; however, it differs from I-3 in that the focus is regional rather than national. Five regions have been identified and articles which deal with several aspects of native education in those regions are cited. Finally, I-5 contains the more opinionated and philosophical *cum* political works written by Native and non-Native people active in the field of native education.

A more detailed description of the contents of each section is given at the beginning of each section. It should be noted that, where appropriate, articles have been cross-referenced into other subject areas so that they can be retrieved by the subject matter.

I-1 Historical

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Section I-1: An Historical Review

Many significant changes have taken place in native education, and in attitudes towards native education since World War II. Consequently, much of the material written about native education in the first half of this century and the latter half of the last will not necessarily be of interest to contemporary educators. It may, however, be of interest to those seeking an historical perspective in the field as a whole or in one issue in particular. As a result, the first task in organizing the bibliography was to separate all of the "earlier" material from the more current. We were told by archivists that a date customarily used in such cases is 1945 and we can see no reason for not continuing this convention. Thus, all material written prior to 1945 or written about the period prior to 1945, has been placed in section I-1 irrespective of its subject matter. So that it can be retrieved by persons examining more specific problems or issues, material in this section has been cross-referenced to other sections where appropriate.

Moreover, there exists perhaps, a qualitative difference between material written prior to 1945 and material written about the period prior to 1945. The former, for example, is much narrower in scope and more influenced by the attitudes of the day. The latter, on the other hand, has the benefit of hindsight and being a survey or review, tends to be much broader in scope. As a result, these two types of material have been separated, with the historical material placed in I-1(a) and the historical surveys in I-1(b). As noted in the Preface, no attempt has been made to be exhaustive in citing works written prior to 1900. Clearly, such a bibliographic search would be a full-fledged project in its own right.

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Section I-2: Government Departmental Reports and Studies

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Section I-2: Government Departmental Reports and Studies

Because native education is of great concern to governments both provincial (or state) and federal, it is not surprising to find volumes of government reports on the subject. Further, the majority of these reports are written by nameless civil servants and published under the auspices of the government department concerned. As a result, Section I-2 contains material produced anonymously for and/or by the provincial, state, and federal governments of the United States and Canada. Political documents such as parliamentary and congressional reports or legislation have not been included. Rather, we have left this very large area to the archivists in our midst, believing that therein is contained sufficient material for a separate bibliography.

We cannot claim to have been comprehensive in this section as many of the government reports are of limited circulation, particularly those published by state or provincial governments. We hope, however, that major reports have been listed and that sufficient material has been presented to indicate what work is being done by whom. Thus, those wishing more information can contact the relevant departments directly.

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3, 61, 174.1, 201.1, 207, 468, 487, 495, 503.1, 516, 529, 1181.2, 1717.1.

I-3: A General View

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Section I-3: A General View

This section contains references to works either which make general comments on the question of native education or which are sufficiently broad to touch on most of the more specialized categories. Consequently, this collection of general works is "essential reading" for all users of the bibliography regardless of the specific interests of the user. We have attempted to be comprehensive in locating those papers which take a general overview of native education, and moreover, to include in this section only those which tend towards a "scientific" or systematic review of the topic. Those which, being opinionated, are more polemic, have been included in section I-5.

As there was a great deal of general material, a sub-division was made between that which eminates from Canada and that which comes from the United States. Furthermore, papers which take a general view of native education in a particular geographic region have been placed in I-4 according to geographic area. Those works which over-lapped with one or two specific topics and in a major way have been cross-referenced to those areas.

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Section I-4: Regional Reports

As some users of the bibliography may be concerned with locating articles about native education which have a regional perspective, it was decided to set aside a section for such works. By and large, all works in this section are of a general nature, and references were located in 1-4 if their primary focus appeared to be regional. Material is cross-referenced to other specialized areas where appropriate and, further, material in specialized sections which also has a regional focus has been cross-referenced to the five sub-sections of I-4.

Recognizing that Native cultural affiliations are north-south rather than east-west, and that cultural boundaries pay little attention to political boundaries, no attempt was made to separate Canadian regions from those of the United States. Five regional categories were constructed, and it must be acknowledged that such divisions were somewhat arbitrary. Although some users may feel that their idea of regions is not consistent with ours, it was felt that even an arbitrary division was preferable to lumping all references in with the general works (section I-3). To aid the user in learning our idiosyncracies, we have attempted to be consistent, believing that it is easier to use a system which makes an error consistently than one which is intermittently correct.

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Section I-5: Individual Viewpoints and Commentaries

The area of native education, as those working in the area know, is one full of controversy and debate. This is undoubtedly due, in part, to the fact that Western educational methods have failed in their attempts to serve Native people and that Native people across North America believe that education is essential for economic success and community development. Furthermore, no one, as yet, has many answers which have survived the test of application. Consequently, any bibliography attempting to cover this diverse area must acknowledge the opinions and views of both Native and non-Native groups concerned with these problems. Because quite frequently Native and non-Native writers have very different backgrounds and assumptions, their views differ significantly.

Section I-5(a) contains articles expressing the opinions of Native people and Native groups. In this section we have drawn quite heavily from Native newspapers wherein these views are presented. Again, because many of these newspapers are of limited distribution we cannot claim to have been exhaustive, but rather hope to have covered a representative range of papers and views. Further, it has been our goal to provide references to the major policy papers and conferences, with the result that the section should be of use to those wishing to discover what Native people see as being the major problem areas and potential solutions.

In a similar vein, I-5(b) presents references to works in which non-Native people give their opinions about problems and solutions. As mentioned in the introduction to I-3, we have attempted to screen the more scientific papers from this section, including only the more informal and opinionated works which present a different and most useful perspective on the subject. Consequently, section I-5 is recommended reading for those seeking the opinions of Native and non-Native people who have been active in the area of native education.

One exception to the organization of I-5 should be noted. Native and non-Native opinions concerning the topics of integration and local control have not been included in this section. Rather, due to their importance, sections II-1 and II-2 have been devoted exclusively to these issues.

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Part II: Issues

Of the many issues surrounding the education of Native children, two have gained prominence during the last few years. Furthermore, both of these issues are of current interest, with one having resulted in recent changes in government policy in both Canada and the United States. Part II is thus devoted to works which discuss these issues, with II-1 being concerned with the pros and cons of integration and II-2 with the matter of local control of school boards. Not surprisingly, many of the works referenced in this section are polemics, as political decisions are based too frequently on rhetoric rather than reason. Although I-5 also contains works expressing Native and non-Native opinions on matters of educational concern, there is in fact negligible overlap between section I-5 and Part II. All viewpoints concerned with either integration or local control have been included in section II, those of a more general nature having been cited in I-5.

It is envisaged that these sections will be primarily of interest to those readers examining the political issues involved. Nonetheless, many practising teachers may wish to familiarize themselves with the major issues which influence the running of the school in which they teach. It is suggested that Part II is a good place to begin this process of familiarization.

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1151. Norris, R. "Politics of Local Control: Ramah Navajo Community Forms a School." Paper presented to Comparative and International Education Society, San Antonio, Tex., March 25-27, 1973, p. 5.

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See Also

331, 402, 468, 579, 690, 693, 712, 725, 795, 805, 808, 874, 921, 984, 995, 1021, 1022, 1023, 1029, 1052, 1053, 1090, 1202, 2234.1.

III CURRICULUM AND INSTRUCTION

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Part III: Curriculum and Instruction

Without delving too deeply into the curriculum materials recently developed for Native students, we wanted to set aside one part of the bibliography for works which would be of direct concern to the practising teacher. As a result, Part III contains three sections dealing with the nature and implementation of cross-cultural education, and the people and methods that move it from the realm of theory into the world of the school.

In selecting works for the broad topic of cross-cultural education (III-1), an attempt was made to include only those papers having direct practical application to the classroom or providing a useful perspective for teachers. Section III-2 is anticipated to be of use to teachers and teacher-aides who desire some background information on teaching Native children. Included in this section are reports of experiences teaching "cross-cultural" for those who would like to share the experiences of others. Articles specifically related to the practical aspects of curriculum and instruction are listed in III-3. Scientific studies concerning the pedagogy of Native children are few in number, although happily the number is increasing. Finally, because it is not easy to draw lines between the three areas outlined above, readers interested in this aspect of native education are urged to scan all three sections of Part III.

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IV READING AND LANGUAGE

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Part IV: Reading and Language

A number of educators have suggested that language plays a major role in contributing to the educational success or failure of the culturally different child. In addition, it is generally recognized that the ability to read, and read well, is not merely prerequisite to further education but an essential skill for coping with contemporary society. Hence, there was little doubt that works relating to these topics warranted a prominent place in a bibilographic review. Part IV which addresses these important topics has, for convenience, been subdivided into six sections with each section dealing with some specific aspect of reading and language.

Section IV-1 provides a guide as to what is known about reading and Native children, while IV-2 lists works examining the role of language *per se* in their education. IV-3 and IV-4 include papers presenting methods and ideas for the teaching of English and Native languages, respectively. Articles discussing the role of bilingual education, including both studies on the advantages and disadvantages of bilingualism and reports of bilingual projects, are presented in IV-5. Part IV concludes with a brief section on communication, a topic tangential to language but, nevertheless, important if teachers are to understand their student's behaviour. In summary, with the exception of IV-6 which perhaps has a wider interest, Part IV will primarily be of interest to practising teachers, curriculum and instructional planners, and researchers who are concerned with the role of language and/or the problems surrounding the teaching of reading.

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V. PROGRAMS, PROJECTS, AND RESOURCES CENTRES

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Introduction to Part V.

Whereas Parts III and IV were primarily of interest to practising teachers; Part V will, for the most part, concern researchers and program planners who wish to learn more about existing innovations in the field. The eight sections comprising this part cover a range of educational projects from the preschool level to adult education, including research and cultural centres and library projects.

As post-school educational programs are currently receiving a great deal of attention and support, Sections 1, 2, and 3 deal with some aspect of this topic whether it be an adult vocational program or support services for regular university course work. V-5 is concerned with pre-school programs, an area which attained great popularity in the middle and late 1960s and which will undoubtedly receive renewed attention in the future due to its potential for preventing some of the in-school problems. Section V-8 will be of some interest to practising teachers, as well as to program planners, as it describes many of the in-school programs.

Sections 4, 6, and 7 have been devoted to areas which provide support for educational innovation, viz. the development of educational and research centres, library projects, and specific in-school projects. It should be noted that the last area, Projects (V-6), has much in common with Part III, particularly III-1 and III-3. Consequently, readers wishing to obtain ideas for in-class or class related activities suitable for Native children are encouraged to scan the relevant sections of both parts III and V.

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VI ACHIEVEMENT, ASPIRATIONS, AND DROPOUTS

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Introduction to Part VI

It is envisaged that Part VI will be one of the most widely used parts of the bibliography as its contents are of ultimate concern to all educators of Native children. As Philio Nash, a former Commissioner of the Bureau of Indian Affairs once said, studies examining the academic achievement of Indian children yield what is now a familiar and dreary statistic. Clearly, we have not been successful in this regard, yet there are few answers presently available.

Part VI addresses these facets of the inability of Western education to demonstrate success in providing "education" for Native children. Section 1 provides references to studies which have "yielded the familiar and dreary statistics" and to studies which, more importantly, have attempted to isolate the causal factors underlying low achievement. VI-2 deals with responses to a question which Native people are rightly demanding be asked, namely, what do Native people desire in the way of education and vocation? Of course, there is no one answer to this question, but VI-2 does provide the answers some groups have proffered. Finally, VI-3 addresses the subject of dropping-in and dropping-out, the former being too infrequent and the latter being one of the most distressing problems facing teachers and program planners. The three sections of Part VI will not themselves provide answers; however, it is hoped that analysis of the problems will contribute to the formulation of solutions.

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VII SOCIOLOGICAL FACTORS RELATED TO NATIVES

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VII Sociological Factors Related to Natives

Part VII is the first of three parts which provide a general framework in which to examine the more fundamental issues in native education. Education, we are continually told, must be seen in the context of the culture in which it operates. Further, the nature of any society's education is related to its socialization and economic needs. Consequently, sections 1, 2, and 4 of Part VI provide selected references to works dealing with the contemporary cultures of native groups and how they are changing; the socialization needs, goals and practices of these groups; and the employment and socio-economic conditions which surround the individual and influence his culture. An aspect related to the culture question is urbanization. Hence, VII-3 deals with the problems facing Native people who move to urban areas and how mechanisms for adapting to and coping with city life have been developed.

It is anticipated then, that Part VII will facilitate some insight into the larger picture within which native education is found. Frequently, it has been observed that any educational program or innovation which fails to relate to the cultural context in which it operates is doomed to failure.

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VIII. PSYCHOLOGICAL (AFFECTIVE FACTORS) RELATED TO NATIVES

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Introduction to Part VIII

As important as the sociological factors surrounding native education are the psychological characteristics of the individual being "educated". Parts VIII and IX are concerned with this topic, with Part VIII dealing with affective matters and Part IX with cognitive.

Section VIII-1 refers to those studies which have examined social, emotional, and value factors relating to Native people. This general section contains many studies which do not readily fit into the more specific sections following. Consequently, readers are encouraged to review Section 1 if they are at all concerned about questions of affect. VIII-2 lists studies and reports looking at the attitudes Native adults and children hold, particularly with regard to education. Parental attitudes play a major role in this section as they contribute significantly to the educational "success" of the child. In a similar view, VIII-3 is concerned with the attitudes Native young people have towards themselves, that is to say, their sense of identity and self-concept. Again, how the student sees himself will influence his behaviour in an educational setting.

For the practising teacher or guidance counsellor, Section VIII-4 has been devoted to the adjustment and emotional problems experienced by Native pupils (sub-section a) and to the methods used, and problems involved, in helping them (sub-section b). It is hoped that both the practical section (4) and the more theoretical sections (1-3) will assist educators in their understanding of the pupils in their classes, and in their attempts to make Western education more compatible with the personal characteristics of their students.

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(a) Adjustment and Emotional

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IX. PSYCHOLOGICAL (COGNITIVE) FACTORS RELATED TO NATIVES

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Introduction to Part IX

One of the reasons underlying our lack of success in educating Native children is, perhaps, that we know so very little about the way in which Native children learn. This, despite the fact that research in the broader area of cross-cultural psychology has suggested that socio-cultural and ecological environments do influence ability development. As a result, it was decided to include, as a final part to the bibliography, a listing of the cognitive studies which have been conducted with Native children.

Section 1 includes references to studies of intellectual ability in general. Some of these have examined broad constructs such as cognitive ability development or intelligence; whereas others have examined more specific constructs such as concept learning or reversal shift learning. Rather narrower in scope is IX-2, which is concerned with psycholinguistics. Obviously this section, which examines the relationship between language and thought, relates closely to the material in Part IV on reading and language. For readily apparent reasons, it is envisaged that Sections 1 and 2 will have limited readership, being highly specialized in content.

On the other hand, it is anticipated that IX-3, dealing with the problems of testing Native children and with describing tests found to be either suitable or inappropriate, will be of interest to teachers and researchers alike. Although there is frequently a need to use tests with Native children, for diagnostic and assessment purposes, there are very few appropriate standardized tests available. Hopefully, Section 3 will alert practitioners to those instruments which are reasonable and also stimulate the development of better instruments.

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